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ABSTRACT

This publication's instructional strategies were collected over a three-year period from participants in a series of workshops which dealt with fetal alcohol and other drug-affected children in the educational setting. These strategies are not intended to be all inclusive; rather, they are intended to celebrate the "wisdom of practice." The approaches listed here have not been evaluated as to their effectiveness, but are based on sound guidelines for working with children who may have been prenatally exposed to alcohol or others drugs. The strategies should provide the educator with a springboard for his or her own creativity and expertise. Each strategy is organized into sections by grade level: Preschool; Kindergarten through 6th Grade; Junior High/Middle School; and High School. Each grade level is then divided into three sections, with each section featuring sub-categories: (1) Room Environment (Quiet Zones, Classroom Seating, Limit Distractions, Organized Materials, Clear Rules for Classroom and Learning Centers); (2) Active Learning (Use Multiple Modalities, Multi-sensory, Manipulatives; Keep Steps Simple; Provide Opportunities for Decision Making and Problem Solving; Model and Demonstrate Behaviors; Provide Structure); and (3) Routine (Daily Schedule, Consistent Schedule, Plan for Change, Build in Transitions, Use Visual, Auditory, and Sensory Cues). (RJM)

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Western Regional Center

DRUG-FREE SCHOOLS AND COMMUNITIES

ED 380 718

A Sourcebook of Successful School-based Strategies for Fetal Alcohol and Drug-Affected Students

October 1994

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**A Sourcebook of Successful School-based Strategies
for Fetal Alcohol and Drug-Affected Students**

**Compiled by
Jan Osborne**

October 1994

**Western Regional Center for Drug-Free Schools and Communities
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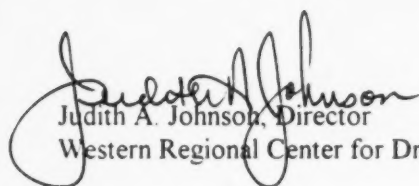
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Acknowledgments

The instructional strategies contained in this publication were collected from participants in our workshop, "A Systemic Approach to Dealing with Fetal Alcohol and Other Drug Affected Children in the Educational Setting". The training staff collected these strategies from throughout our region over the last three years. The strategies were then compiled and synthesized by Jan Osborne, Training Specialist for the Western Regional Center (NWREL). A special thanks also goes to the Western Regional Center staff who reviewed this publication: Stevie Burden (NWREL), and Jill English (SWRL). For putting the materials together and providing her expertise in formatting and design, our appreciation to Marjorie Wolfe.

This publication is not intended to be a "quick fix" or a "magic formula" for working with children who may be prenatally exposed to alcohol or other drugs. The purpose of this sourcebook is to share the many wonderful, creative and effective ideas generated by educators throughout our region. Many times during the workshop we talk about not "trying harder" but "trying different." It is our hope that this publication will help educators in their work with children who may be fetal alcohol or other drug affected to "try different."



Judith A. Johnson, Director

Western Regional Center for Drug-Free Schools and Communities

Introduction

For the past three years, the Western Regional Center for Drug-Free Schools and Communities has been providing the training, "A Systemic Approach to Dealing with Fetal Alcohol and Other Drug-Affected Children in the Educational Setting." In the course of providing this workshop the training staff has collected instructional strategies from educators throughout the Western region. This publication is a collection of those strategies.

The strategies in this sourcebook are not intended to be all inclusive. Rather they are intended to celebrate the "wisdom of practice." These strategies have not been evaluated as to their effectiveness, but are based on sound guidelines for working with children who may have been prenatally exposed to alcohol or other drugs. They have been included here to provide the educator with a springboard or jumping off point for his or her own creativity and expertise.

Included in this publication you will find an article by Bill Hayne titled, "FAS Kids Respond Well to Special Strategies," that was published in the *Western Center News* in December 1993. In the article Mr. Hayne talks about how guidelines for supporting children with fetal alcohol effects involve first understanding and accepting the children as they are. He goes on to say that we need to shift our perception of the child as being willfully disobedient or misbehaving to viewing him or her as an individual whose central nervous system is damaged by alcohol. When we shift our perception we can more easily accept the child's need for structure and appropriate assistance and we can begin the process of seeing the child through "different eyes."

The strategies are organized into sections by grade level. These levels are Preschool, Kindergarten through 6th Grade, Junior High/Middle School and High School. Each grade level is then divided into sections on Room Environment, Active Learning, and Routine with sub-categories under each section as shown below.

ROOM ENVIRONMENT

- Quiet Zones
- Classroom Seating
- Limit Distractions
- Organized Materials
- Clear Rules for Classroom and Learning Centers

ACTIVE LEARNING

- Use Multiple Modalities, Multi-sensory, Manipulatives
- Keep Steps Simple
- Provide Opportunities for Decision Making and Problem Solving
- Model and Demonstrate Behaviors
- Provide Structure

ROUTINE

- Daily Schedule
- Consistent Schedule
- Plan for Change
- Build in Transitions
- Use Visual, Auditory, and Sensory Cues

One theme continues to come to the surface when talking about working with children who may be prenatally exposed to alcohol and other drugs. It is not about "trying harder" but "trying different." It is our hope that this publication will assist you to "try different."

FAS Kids Respond Well to Special Strategies

By Bill Hayne

Northwest Regional Educational Laboratory

Coincidentally, I write this article on the same day that *USA Today* (October 15, 1993) publishes a wonderful piece on fetal alcohol syndrome, featuring a bright young woman diagnosed as a child with FAS. The article discusses strategies, as well as sharing the artistic talent and success of the young woman, who is a senior at the University of Alaska, Fairbanks. It is an article of hope and endurance, capturing the essence of what we need when working with individuals challenged by fetal alcohol syndrome and effects.

Shared Experiences

A quick disclaimer before launching into a discussion about strategies to utilize when working with children with FAS/E (fetal alcohol syndrome/fetal alcohol effects). I am not an expert in this arena. What will be shared with you today comes to you via many, many teachers, parents, concerned professionals, and the children themselves. I am fortunate enough to be involved in this field during a time when people are searching for and discovering methods that bring about varying levels of success. The exciting part of working in this field is hearing from people who have tried some of the strategies we've shared and found them to work. From Coeur d'Alene, Idaho, to Bethel, Alaska, students are experiencing new accomplishments because teachers and parents are discovering methods to unlock their children's dreams.

The first and most important of all guidelines to supporting individuals with fetal alcohol effects involves understanding and accepting them as they are. That sounds so simple, yet this extremely crucial component of the process is actually somewhat difficult, particularly if the child has no apparent physical abnormalities and appears "normal." The shift in perceiving a child as willfully disobedient or misbehaving to viewing her or him as an individual whose central nervous system is significantly damaged by alcohol is a process that involves looking beyond what we see. It is a process that can allow us to accept these children exactly where they are in life and to understand what their life must be like on a daily, even hourly basis. We all take it for granted when waking up each day, getting dressed for the weather, eating breakfast, leaving for work or school on time, meeting the demands of our schedule with relatively little difficulty, adapting to the changes occurring throughout the day, being able to get away from the pressures just long enough to let some air out of our emotional balloon so we don't explode in our boss's face. We take for granted the somewhat simple tasks of catching a bus, fixing a meal, brushing our teeth, washing our clothes, sitting quietly through a boring meeting or class, or learning from a mistake we make.

The world of a child with fetal alcohol syndrome or effects is so vastly different. These everyday common, seemingly simple processes just mentioned are enormously difficult for a child with FAS/E. But with external structures and assistance providing a sense of order and consistency, the child can attain varying levels of success. With a shift in our perception, we can more easily accept the child's need for structure, appropriate assistance, and a reevaluating of our expectations to better suit their level ability. This is

the beginning of any strategy development for the empowerment of children with fetal alcohol syndrome and fetal alcohol effects,

Room Environment. Realizing that children with fetal alcohol effects have various needs such as stimulus reduction time, a physical outlet when sitting, and clear and visual boundaries, the classroom or home can be set up with a few changes to provide the needed external structures.

- **Areas/opportunities for quiet**—Children with FAS/E experience a heightened level of sensory assault from which they need escape—mini vacations, if you will. We all need to get away from time to time; imagine listening to your radio with loud static playing constantly. I guarantee you will need to either turn it off or get away from it as soon as possible. The very same internal static is occurring for the affected child, and her need to get away is ever so important.
- **"Cocooning"**—Opportunities to balance, to be still and quiet, are the essence of strategies to consider. This can be as simple as a set of headphones with no music or sound playing, just the special quality of quiet to allow them to reduce the external chaos entering their auditory system. Another possibility is an area for quiet or retreat, filled with blankets and pillows, where students can go to "escape" and gain a sense of balance. We've heard of kids using blankets to cover themselves completely or getting inside large boxes or a pup tent where they just sit in the dark quiet. Still another option is a "serenity lane" walking area to allow physical release through walking and a degree of solitude. At home, parents have found success by giving the child a mummy bag to develop consistent sleep patterns. These strategies allow a child the opportunity to "cocoon," to find a protective retreat in order to gain some emotional balance or equilibrium.
- **Organization**—There is a great need for clear organization. Simply stated, "Everything has a place and there's a place for everything." Areas should be clearly marked and identified through both written and pictorial descriptions to reduce environmental interpretation by the student. Stand in your room and imagine the entire room talking. Does it speak clearly and provide distinct direction or does it cry loudly with chaos and confusion?
- **Seating**—Many teachers use masking tape to clearly mark or identify borders for individual students, especially when students are working in learning pods or groups at one table. Taping around a student's desk to create a "corral" in which the student has the earned ability to move about without disturbing the rest of the class can be an effective technique.
- **Time**—Most classrooms have face clocks which are difficult for affected children to interpret. Provide a digital clock for some of your children, as it is easier to read. (How many of you have a digital wristwatch on right now? I do.)
- **Physical outlet**—Provide clay, "kushy balls," or anything soft to be held and manipulated by hand for the child to keep at his desk and use when needed. This will allow him an outlet with his hands and give him the ability to maintain a longer sitting period. (How many kids bring to school a little object that they love to hold or handle

at their desks? Remember "worry stones"?) Often I share with workshop participants that there are times when I'm in a sauna and I start imagining what would happen if the door locked and I couldn't get out. Immediately, I have to check the door to be sure it's open. As soon as I know it's open, I can stay longer. A similar internal process is going on with an affected child; if the child knows there is an avenue of escape or outlet, he or she may be able to stay on task or seated longer.

Clear Routines

Routine. You and I can move through the day with little or no need for pictures or displays telling us what we are to do and when we are to do it, though I'm aware we all have a calendar or lesson plan book at our desks. Take this idea further and simplify it, for the affected child needs the security of knowing/seeing what to do and when to do it. The unknown is cause for tremendous problems within these children's emotional makeup, so it's important to provide structure to make tasks and routines clear. Try to imagine the affected child as a train. A train cannot make turns or transitions without the use of a wide or gradual turn; otherwise, the train jumps the track and crashes.

- **Schedule**—Most primary grades will post their schedule in the classroom through the use of large pictures that demonstrate the activity and the corresponding time period. Take this further into the upper grades by posting the daily schedule in a book, photo album, or simple index cards featuring a pictorial display kept at the student's desk. Utilize a similar structure at home to secure the child's routine from the moment she wakes up to when she goes to bed—breakfast, bath, chores, making the bed, and so on. Try to maintain a consistent schedule, with little or no major changes. If there is a change coming up, understand the child's need for the security of consistency and plan for the change. Let's say a fire drill or assembly is scheduled for Friday. Practice the drill or assembly procedures Monday, Tuesday, Wednesday, and Thursday at the same time each day.
- **Transition**—Build transitions into the daily routine by using music, sing-alongs, or chants. As an activity nears completion (say, three to five minutes before the period ends), begin a song or musical piece that signifies to the students they are nearing the end of a period. Follow this with another signal, like a clapping routine or chant that indicates everyone should meet at a prearranged space. Another signal or sign, accompanied by showing the picture of the next activity, indicates what is next (prediction) on the schedule. At the end of the music, students are at their respective places to begin. For older students who need to make a transition every 50 minutes, provide on color-coded index cards their schedule changes and a map for directions to each class.

Active Learning. Children with fetal alcohol effects learn differently from other children and often at a slower pace. Accept and understand learning differences rather than viewing them as a learning disability. Yes, there is a disability, but if we can also view it as a learning difference, we can move forward and empower the child with structures to tap into their difference.

- **Role play/physical movement**—An area of strength for children with FAS/E is Bodily-Kinesthetic Intelligence. They process knowledge through bodily sensations—dramatic and creative movement, physical activity. Use of carefully arranged role play can provide a strong avenue for learning social skills and appropriate behavior. Allowing movement or building movement into a lesson can make use of their learning strength. Tie together math, health, and movement into one activity such as this: The class measures and charts the heart rate of a student; the student then jumps on a bouncing platform for a period of time while the class counts the number of jumps. You can ask questions such as, If the student were to jump for half the amount of time, or if he were to jump twice as long, what would the numbers be (multiplication/division)? When the student is finished jumping, the class then checks and charts the heart rate to monitor how long it takes to get to a resting period. Why not use manipulatives as long as possible in the educational process? Many teachers are incorporating sign language, in simple and complex form, as a way of communicating and teaching concepts.
- **Use of art/pictures/puppetry**—Another area of strength for FAS children is spatial intelligence, wherein knowledge is processed visually through images, pictures, and color. Breaking a reading text down into visual images by drawing out the story can help with understanding and comprehending the story. Pictures, either through drawing or photography, can facilitate the learning process and stimulate a student's desire to learn. Puppetry is a great teacher of many concepts, social skills in particular. Become a puppeteer and have some fun with your class while teaching important ideas.
- **Peer programs**—Utilize same-age or older students as peer assistants. Whether on the playground to help with the chaos that recess can be, getting to the bathroom or gym, or working in class, peer helpers can be a tremendous ally for teachers. These programs must be carefully established to avoid problems. For older students, a peer helper can provide notes from a lecture or film through the use of NCR paper, as listening and taking notes can be nearly impossible for some affected students.

These strategies and guidelines represent many people and their efforts. There is no "cookbook" formula to provide you with at this time. I suggest what has been offered to me by many teachers and parents. Become an explorer of your child/student, discover what works for them by trying different methods. Observe them closely to monitor changes reflective of something working or not working. Try, try, observe, eliminate, try, try, observe, remember, document, and use again. Through your efforts, a child's dreams can be unlocked and achieved.

Resources

There are a number of excellent resources to assist those who are working/and or living with fetal alcohol and other drug-affected children. For further information, please contact the distributors listed below.

Newsletters:

Iceberg.

P.O. Box 95597

Seattle, WA 98145-2597

Cost: \$20/year (professional rate) \$10/year (family rate)

This is a quarterly educational newsletter for people concerned about fetal alcohol syndrome and fetal alcohol effects. Past articles have included "My Son, A Young Adult With Alcohol Related Birth Defects," "10 Common Misconceptions About FAS/FAE," and "Federal Funding for FAS/FAE: How You Can Impact Federal Policy."

Newsletter of the Clearinghouse for Drug-Exposed Children.

Division of Behavioral and Developmental Pediatrics

University of California, San Francisco

400 Parnassus Avenue, Room A203

San Francisco, CA 94143-0314

(415) 476-9691

Cost: Free (donations are accepted)

The newsletter is published quarterly and includes articles that describe new and innovative programs, discuss relevant policy issues, and advance theoretical discussion on issues in the fields of medicine, psychology, child development, drug treatment, and social services.

Curricula/Audiovisual Materials:

Fetal Alcohol Syndrome Facts & Choices: A Guide for Teachers.

Wisconsin Clearinghouse

University of Wisconsin

P.O. Box 1468

Madison, WI 53701-1468

(800) 322-1468 or (608) 263-2797

Cost: \$41.95

The curriculum manual provides teachers with the necessary information to instruct 12- to 18-year-olds about FAS/E. Designed for one-, two-, or three-day schedules, the guide includes basic alcohol and other drug information, classroom and homework activities, case studies, role plays, overheads, and tips for infusion.

Use and Its Medical Consequences.

Milner-Fenwick, Inc.
2125 Greenspring Drive
Timonium, MD 21093
(800) 432-8433
Cost: \$100

This comprehensive teaching program for biomedical education was developed by Project Cork of Dartmouth Medical School. In *Unit 5: Alcohol: Pregnancy and the Fetal Alcohol Syndrome*, 46 slides, many of them clinical photos of children/adults with FAS, and 24 pages of text provide a comprehensive overview of FAS.

One for My Baby.

AIMS Media
6901 Woodley Avenue
Van Nuys, CA 91406-4878
(818) 785-4111
Cost: \$275

Interviews with physicians and other health care authorities as well as with parents of FAS children dramatically reveal the lifelong effects of FAS.

Cocaine's Children.

March of Dimes Birth Defects Foundation,
Supply Division
1275 Mamoroneck Avenue
White Plains, NY 10605
(914) 428-7100
Cost: \$45

Dr. Ira Chasnoff explains the detrimental effects cocaine has on the infant who is born to a mother who has used cocaine during pregnancy.

Publications:

Fetal Effects of Maternal Paternal Alcohol and Other Drug Use: Abstracts of Selected Articles, August 1991

Western Regional Center for Drug-Free Schools and Communities
Cost: Free to requesters in the western United States

This publication offers summaries of 45 recent articles on the effects of maternal and paternal alcohol and other drug use on the fetus. Prevention and intervention programs, and teaching strategies to be used with prenatally drug-exposed children, are included in this collection of abstracts.

Alcohol, Tobacco, and Other Drugs May Harm the Unborn, 1992

National Clearinghouse for Drug and Alcohol Information

P.O. Box 2345

Rockville, MD 20847-2345

(800) 729-6686

Cost: Free (single copy)

This publication presents the most recent findings of basic research and clinical studies conducted on the effects of alcohol, tobacco, and other drugs on the unborn, the mother, and the baby after birth.

Fetal Alcohol Syndrome and Fetal Alcohol Effects: An Information Booklet for American Indians

Northwest Indian Child Welfare Association, Inc.

P.O. Box 751

Portland, OR 97207

(503) 725-3038

Cost: \$1

This booklet describes the physical, mental, and behavioral manifestations of FAS. It also offers ways to avoid the risk of having a baby with FAS/E. Stories from parents offer touching portrayals of how their drinking has affected their children.

Training/Technical Assistance:

A Systemic Approach to Dealing with Fetal Alcohol and Other Drug-Affected Children in the Educational Setting

A workshop offered by Western Regional Center for Drug-Free Schools and Communities

This workshop will help participants understand the importance of identification and discusses the implementation of instructional and administrative strategies for dealing with children and youth who were prenatally exposed to alcohol or other drugs. Participants will be helped to recognize that there is hope and that much can be done to help these children to succeed.

For more information on FAS E, contact the Western Regional Center for Drug-Free Schools and Communities, (800) 547-6339.

Preschool Strategies

Preschool Strategies

ROOM ENVIRONMENT

Quiet Zones

- Provide a time out area or a quiet spot
- Use clay to release hand stress
- Use a rocking chair when the child needs to release energy
- Provide an alternative workspace
- Beanbag chairs to relax
- Comforts (toy, blanket, etc.)
- Create a lap to sit on—stuff pants/shirt—Velcro on arms
- Five minute quiet time/relaxation/story time
- For busy hands use pet rocks or Koosh balls (not noisy)
- Have a safe place in the classroom
- Head phones/Listening centers
- If child gets violent, use nerf balls to throw
- One-to-one situation—cozy room, (occasionally play on playground or go for a run/walk).
- Physically less restrictive
- Pillows/blankets
- Play soft, relaxing music
- Quiet area with soft activities
- Balance of quiet areas, private areas, and active areas
- Use stuffed animals for support, courage
- Use a study carrel in the library for time out
- Use study carrels as quiet zones

Preschool Strategies

ROOM ENVIRONMENT, cont.

Classroom Seating

- Have the students sit on carpet squares for boundaries at circle time
- Eyes toward teacher/board
- Furniture—keep in one place, or prepare the students for move
- Line up the desks so the children are not facing each other (if this causes problems)
- Same seating schedule/assigned seats
- Seat student close to the teacher
- Sit on shapes
- Use furniture to divide areas of the room

Limit Distractions

- Allow students to stand or move around when working
- Adequate light and ventilation
- Avoid loud stimulation
- Keep bulletin boards at a minimum
- Decorations can be distracting to some, need to adapt and not lose enrichment of decoration for others
- Decrease stimulation—simplify visuals, limit kinesthetic free play options and rotate
- Introduce bulletin boards
- Not overly stimulating environment
- Place to work privately where other children know not to disturb when the child is there
- Reduce distractions—restructure environment
- Refrigerator box carrels
- Simplify room—remove decorations that are unnecessary
- Use soothing colors (stimulate with some, calm with other)
- Turn down the lights in the classroom
- Use soothing colors on the walls

Preschool Strategies

ROOM ENVIRONMENT, cont.

Limit Distractions

- Be careful in using board illustrations, check for comprehension
- No intercoms or announcements from the office
- Balance stimulating environment with less stimulating environment
- Minimize stress

Organized Materials

- Supplies are well labeled
- Catalog picture and label on box and shelf
- Clean desk frequently
- Clearly marked areas for materials
- Cubbies—for individual storage
- Designated areas for materials
- Frame the desk with colored tape to keep the child's attention focused
- Have own area for things they can play with
- Increase storage space—less messy room
- Label (words/pictures) to indicate areas in room/storage spaces
- Organize learning around themes
- Pee Chee (folders)—take these home, bring these back
- Picture cards/lists posted for students/staff
- Use Velcro—stick pencil to desk
- Pictures where toys belong
- Keep clutter down
- Organize the classroom environment
- Provide appropriate locks, gates for protection

Preschool Strategies

ROOM ENVIRONMENT, cont.

Clear Rules for Classroom and Learning Centers

Establish consistent classroom procedures—reinforce procedures constantly

Be consistent with discipline and consequences. Change your perceptions about what is important. Teacher takes a break from child to keep up energy.

Provide appropriate locks, gates for protection

Have more adults in the classroom

Prepare class. Send the child on a temporary errand to talk to the class without embarrassing the child

Use an aide in the classroom (if available) to help control behavior

Define appropriate behavior in centers

Post rules in classroom—use pictures and words

Preschool Strategies

ACTIVE LEARNING

Use Multiple Modalities, Multi-sensory, Manipulatives

Give student a ball to squeeze

Have some tactile objects in the classroom

Bounce a ball to count

Build physical projects (ex: animals and their habitat)

Use concrete objects for reinforcing behaviors

Draw or act out stories

Use manipulatives

Math with manipulatives

Necklace or marker so child knows which center they are going to

New Zealand approach to reading and writing

Polite Patrol buttons to remind child to use polite words/manners

Teach multi-sensory modalities

Teach themes

Use clay

Use computers for learning (immediate feedback)

Variety of stimulating props to add to words

Divide class (cooperative teaching) and rotate groups to keep kids alert and learning

Always aim to "bring up" subjects that lead to talking about something new or go back to pointing out things about things we've discussed before.

"Math their way" process

Use art activities

Assemblies

Box it and bag it math

Child-based instruction

Choice centers-variety of activities to choose from

Concrete materials/hands-on activities

Cooking in class-measurements

Preschool Strategies

ACTIVE LEARNING, cont.

Cooperative learning (ex: skills for learning group skills and learning activities)

Cooperative/partner activities

Create as many multi-sensory activities as possible

Use cue cards

Developmentally appropriate practices

Develop concrete/manipulative activities

Explore heritage of students

Feelings cards

Field trips

Games, cooperative games, new games

Integrated/whole language curriculum

ITIP: multi-sensory, pre-sets, etc.

Learning centers: supervised, if possible

Limit amount of written work: act out, draw pictures

Make use of hands-on instruction

Manipulate materials for math/use real money

Plan age appropriate/developmentally appropriate activities

Plays, skits, dance, songs (even to learn)

Relaxation activities (music)

Rhythmic activity

Signing—traditional or developed between child and adult

Singing/chanting

Bring in guest speakers

Video tape (Role playing/monitoring)

Pets as models for gentleness and control

Small groups work with teacher and then teach each other-do not group by ability

Provide a curriculum that is FAS/FAE/FADE friendly

Preschool Strategies

ACTIVE LEARNING, cont.

Modify assignments, expectations, and timelines to meet the level of the student

After talking with the teacher, stick with games, music, and activity of any kind that seems to be working

Keep Steps Simple

Draw pictures of steps on stickies and put them in sequence

Break things into smaller pieces—pieces of sequences

"How to" sequence charts

Create sequencing games—nursery rhymes, stories, cartoons

One step at a time

Show, tell and let child practice

Give simple but direct instructions

Step-by-step drawings

Give one step at a time

Organizational direction given in small increments

Repeat ... repeat ... repeat

Provide Opportunities for Decision Making and Problem Solving

Provide specific Social Skill instruction

Awareness of differences for peers (cooperative learning)

Here's Looking at You 2000

Positive Action

Second Step

self esteem

skill-streaming

social skill interaction

Role play ways to handle conflict

Preschool Strategies

ACTIVE LEARNING, cont.

Cooperative learning (social and academic objectives, everyone is responsible for the outcome)

Help them to set goals—both academically and behaviorally

Involve students in planning (limit choices)

Problem solving/conflict resolution skills/activities

Ask them what works for them

Model and Demonstrate Behaviors

Have peers help FAS/FAE kids learn routines

Use student trainers for daily procedures

During the first week of school, have entire class clean desks (after specific instructions) then take pictures of desks and give the pictures to the students the following week. Tape the pictures to each student's desk as a model of how their desk should look.

Provide opportunities to practice behaviors

Role play situations, (i.e. fire drill)

Teach basic procedures on a school-wide basis—things like walking in the halls, manners, bathroom visits, cleaning desks

What they're doing needs to be functional

Be a positive role model for the children.

Field trips/lots of preview and expectations, lots of adult help and review experiences

Teach independent living skills

Make curriculum relevant and integrated (real world)

More one-on-one/adults (Use Volunteers)

One-on-one instruction

Peer tutors (cooperative learning situations)

Playing games—social modeling

Role plays

Support services personnel in the classroom (assisting, modeling)

Preschool Strategies

ACTIVE LEARNING, cont.

Teach social skills to the whole classroom or in small groups to FAS/FAE/FADE children

Peer model—seated close—rotate so model doesn't get worn out

Peer coach (study buddy)

Use an aide in the classroom (if available) to help control behavior

Provide Structure

Put things in context

Place a timer on the desk. Ask, "How long can you stay at your desk?" The goal is to increase time at their seat. Increased time=reward

High ratio of adult/child to ensure structure for those who need it

Work closely with families to provide consistency

Use cooperative learning with **defined** roles and procedures

Provide a structured classroom environment

Provide support in classrooms using elderly, aides, mentors, peers, limiting environmental stimuli

Increase supportive services—nurses, social workers, counselors, speech and language pathologists, occupational/physical therapists, use multi-disciplinary team approach, interagency collaboration, early identification programs, support for parents (training, alcohol issues, financial support)

Provide a mentor, one person who acts as an advocate on a daily basis

Preschool Strategies

ROUTINE

Daily Schedule

- Alternate quiet time, "burn-up energy" activities
- Calendar for week for planning
- Calendar of each day
- Discuss a couple days in advance, prepare for what will happen if you know you will be gone, discuss reasons
- Chart daily schedule using multiple modalities
- Child keeps own schedule...special events cards
- Closure of days' activities—use opening and closing rituals, greet each child separately when they arrive and when they leave
- Cross off event when completed
- Future schedule cards near regular schedule, something to look forward to
- Go over daily schedule
- List daily schedule on board (multi-sensory mode—pictures, verbal, written)
- Opening activity—health check
- Opening/closing activity each day
- Photos of activities in sequence
- Physical marker to move on daily schedule
- Picture codes of schedule events (first, next)
- Post the schedule in words/pictures
- Keep the classroom routine predictable and consistent
- Tape a set clock face on the desk so the child knows when it's time to move. Cue with an activity in the classroom (i.e. buddy reading) or by bells (i.e. after recess).
- Tongue depressors with each students name—Student's move name over if present
- Use Xeroxed list of daily activities for each day and let child cross off each activity as it's finished
- Video tape calendar time for student to view/explain at home

Preschool Strategies

ROUTINE, cont.

Alternative activities—every 20 or 30 minutes
(active or quiet—in seat/out of seat)
Sequential picture cards of day's routine
Words and pictures of routine for day on board
Limit time when activities are available
Provide a consistent schedule

Consistent Schedule

Always have an activity the student can do when they enter the room
Maintain routines as much as possible
Routine and system for outside the classroom
Mini-schedules at telephone, bathroom, sink, learning station, quiet zone
Consistency on part of teacher on routines, body language, etc.
Consistent routine and schedule
Have a specific school-wide substitute form that clearly states routines
Keep schedule the same or forewarn and provide with a buddy if it changes
Review schedule at beginning of day
Establish a relationship with the parents-spend time, listen, make time for informal conversation
Help parents find ways to be comfortable with the structure of the school

Plan for Change

Plan for substitute teachers
Provide advance preparation if schedule changes
Use a buddy to help with transitions
Preview transitions
Prepare the students for schedule changes and transitions
Provide transitional cues

Preschool Strategies

ROUTINE, cont.

Build in Transitions

- Build closure time—Get ready, count down—5 minutes, 4 minutes, etc.
- Have activity ready for next instructional period
- Use music to signal change to next activity
- Schedule based on people—motor activity to transition, follow the leader
- Changes of pace (quiet, noise level & movement, length of activities, flexibility)
- Give extra help during transitions
- Transition signals—lights, songs, bell/timer
- Use a short musical theme for all of your transitions. Use the same theme over and over, so kids get to know it and can anticipate just by where the music is how much more time they have.
- Use pocket-sized personal flip chart to order the day—color code morning and afternoon
- Use timer for changing activities or limiting length of work period
- Provide a warning before transition times
- Have students tiptoe to activities

Use Visual, Auditory, and Sensory Cues

- Label things-green and red
- Provide visual clues
- Give puzzle piece to join to puzzle at place you desire them to go
- Visual cues—they can turn cards themselves or teacher gives warnings of transitions to come
- Auditory signal (example: tone bell)
- Cueing objects
- Non-verbal cues
- Say name before question/request
- Build in a cueing system in and out of classroom setting (could be music, words, pictures, etc.)
- Provide cues based on student input

K-6 Strategies

K-6 Strategies

ROOM ENVIRONMENT

Quiet Zones

Established "escape" activities

Allow to go to time-out when needed

Comfort zone—cover a small table with paper; use for notes, stickers, self-esteem enhancers and SPACE! Save and replace the paper when full.

Music on an individual basis on a checkout basis

OK to leave space to go to other places, quiet time or activity time

Options for movement with established boundaries

Provide students with their own space

Paint a "yellow brick road" on the black top area where children could take "laps" or "walks" around the road.

Use pets as models for gentleness and control

Place to work privately where the other children know not to disturb the student

Quiet areas, private areas, and active areas in the classroom

Quiet corner—3-sided box, carpeted floor

Safe place/pillow area

Stuffed animals as support, courage

Time out area

Worry stones on desks

Planned, supervised cool down area—should the child need to be removed

Use of music for a calming effect.

Have a rocking chair in the classroom

Use a study carrel in the library for time out

Physical area in a corner that is accessible to all

Quiet area away from "time-out" area—time limits on isolation area, limit on number of people in area, visually limited—limit distractions

Aquarium with slow moving fish

Appropriate small animals located in a non-instruction area to limit distractions for cuddling purposes, caring skills

Have hearing protectors available to limit noise

K-6 Strategies

ROOM ENVIRONMENT, cont.

Classroom Seating

- Adapt seating arrangement (give variety of environments)
- Assigned seats/your own space/"your office"
- Line up desks so children are not facing each other (if this causes problems)
- Personalize work area
- Preferential seating
- Provide an emotionally and physically safe environment
- Seating—as close to front as possible with "good" helper next to them
- Allow student input and choice in classroom seating
- Teacher placement by personality
- Teacher proximity—motivates on task behavior
- Try not to have too many special needs kids in same class, in 1st grade hard to know at beginning of year
- Be aware of other health issues (hearing/eyesight) and seat accordingly
- Use tables rather than desks
- Use a hula hoop or tray to denote personal work space

Limit Distractions

- Provide a caring, sensitive, positive climate
- Decorations can be distracting to some—need to adapt and not lose enrichment of decoration for others
- Decrease amount of visual, auditory stimulation in room; amount/brightness of lighting.
- Use ear phones—music
- Everything carpeted
- If learning isn't happening at that time, be open (as the teacher) to come back to the topic or subject, this may need to be while the child is walking around the track or during a "free time" in the room.

K-6 Strategies

ROOM ENVIRONMENT, cont.

Interesting room, but not over stimulating

Be aware of lighting—flickering fluorescent lights

Modify acoustic qualities of room

Modify visual stimulation—may not want to hang things from the ceiling

Use natural barriers

Reduce over stimulation—pictures, furniture, colors

Reduce overcrowding in classroom (i.e.: furniture, supplies, bodies)

Be aware of the temperature in the room.

Use of color—stimulate with some, calm with others

Minimize interruption (phone, knocks on door, intercom messages)

Adequate light and ventilation

Concentration keepers, (ex: clay, rubber ball, crunchy food)

Place to work without distraction

Decorations can be distracting to some—need to adapt and not lose enrichment of decoration for others

Turn down lights

Use soothing colors on walls

Music on an individual basis on a checkout basis

Everything carpeted

The environmental stimuli was an accumulation of what they learned. Room was quite plain at the first of the year, building a familiar framework.

One side of the room "blank" and the other side with posters and stimulation—allow the student to choose which side they want to face

Place posters, charts on sides and back of room to reduce visual distractions

Organized Materials

Adequate storage space to reduce visual clutter

Everything has a place

Label things

Structure of where things are and where to put things—like kindergarten class.

K-6 Strategies

ROOM ENVIRONMENT, cont.

Uncluttered space

Checklist of needs: pencil, paper, etc.

Frame the desk with colored tape to keep the child's attention focused

Color code papers (ex. homework=blue)

Use Velcro—Stick pencil to desk

During the first week of school, have the entire class clean desks (after specific instructions) then take pictures of desks and give the pictures to the students the following week. Tape the pictures to each student's desk as a model of how it "should be".

No supplies on tables—put away from work area

Labeling pictures (cartoons)

Where things go (materials, coats, etc.)

Schedules

Behaviors (can't picture "no"—picture the positive behavior—how it should look)

Example: Hooks with child's picture and name—gradually substitute words for picture for those students who can do so.

Pictures to show what goes in the storage area

Use chair pockets for individual storage space for books and papers

Clear Rules for Classroom and Learning Centers

More access to drinking fountains and bathrooms.

Allow opportunities to get up with boundaries

Be consistent

Break down consequences day-by-day

Consistent management system—yet individualized

Flexibility in structuring.

Follow-through with structure and allow for adaptations

Treat with genuine caring and respect

Have a discipline policy and include exceptions

K-6 Strategies

ROOM ENVIRONMENT, cont.

More adults in classroom

Natural consequences

Resource rooms open before and during school recess—help children who have trouble with "free time" away from classroom setting.

Schedule a "free time" to visit with children—also have other areas open, (i.e., marble works, play-dough, so groups with adults could sit and talk and build.)

Clearly identified rules

Discipline with dignity

Establish appropriate rewards and consequences

First and foremost consistency

Minimize parameters where students can be before school starts.

Post rules with pictures

Teach responsibility vs. obedience

Posted class rules are stated in the positive

Teach basic procedures on a school-wide basis—things like walking in the halls, manners, bathroom visits, cleaning desks

Use outlines or drawings of each activity placed in the environment

"Rules to Remember" are stated in a positive manner and complimented with pictures or photographs of children doing the desired action

Posted sequential activity cards

Preteach unstructured times (lunch, breaks/recess, drinks of water, bathroom visits)

Set up an "information center"; one place or person the student can always go to if they "get lost"; One person within class, one person within school

Videotape students modeling appropriate behavior

K-6 Strategies

ACTIVE LEARNING

Use Multiple Modalities, Multi-Sensory, Manipulatives

Cooperative learning—buddy communicates better than adults, more relevant language

Use music/chimes/song to cue interactions with pictures

Adapt curriculum to be more multi-sensory

Highlighting textbooks (several copies).

Increase movement modalities

Open-book tests

Cut worksheets into smaller strips—student can work on a few problems at a time

Rewriting worksheets—make the problems larger with more space in between.

Use computers and tape recorders.

Listening posts—textbooks on tape.

Treat students as individuals

"Math their way" "DAP"

Accepting different expressions/demonstrations that material has been learned.

Allow for individual differences:

EX: warm-ups—warm-up for a length of time vs. for distance

EX: together-vs.-individual—perform at your own pace vs. keeping up with the group

EX: Give options—not to take part, (i.e., tumbling—not all can do-running)

Art activities

Art-decorate math problem

Art/music/kinesthetic activities

As many concrete/tactile experiences as possible

Ask students how they like to learn

Auditory, visual, sensory aides

Bean bag toss—learning math facts—spelling words.

Build in successes

Choice centers—variety of activities to choose from

K-6 Strategies

ACTIVE LEARNING, cont.

Computers

Cooking in class—teaches measurements, cooperative learning

Cooperative learning—social and academic objectives, everyone responsible for outcome

Encourage generalization of abilities by having outside of class experiences

Evaluate in different ways—test, verbal, computer, art, music, interview

Experiential learning

Field trips, games, speakers, assemblies, plays

Guided oral practice

Hands on—manipulative activities

Have students interview each other for a report to the class (beginning year) cover likes, hobbies and families

Having spell checks—computers and other machines to help students with writing and spelling.

Keep your mind open to new approaches to introduce learning, (i.e. reading to song, movement, rap, etc.)

Key/main ideas highlighted

Limit/modify written work by strengths

More hands-on materials for all grades

Make them aware of their own learning style

Use more manipulatives

Multisensory method(s) of presentation

Provide other ways to practice or demonstrate knowledge

Tangible rewards

Tape record stories-students can listen to the stories on headphones

Tape recorded lessons, maybe with picture books for teaching or reteaching

Trampoline—rhythm to learning

Use Gardner's Seven Intelligences (linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, intrapersonal, interpersonal)

Use of all senses and modes of communication

K-6 Strategies

ACTIVE LEARNING, cont.

Vary desired response medium—A) Story—draw a scene,

B) math/subtraction—soup crackers to eat to take away

Use helpers in class. Identify 3 or 4 students the child can go to for help

"Math their way" process

Bounce ball to count

Let students read together in small groups

Draw or act out stories

Use computers or typewriters for writing to combat illegible handwriting or perfectionism

Use computers for learning (immediate feedback)

Use verbal testing - not so much pencil/paper work

Use different grading strategies

E=Excellent

V=Very Good

S=Satisfactory

I=Improving

N=Needs Improvement

Reinforce success approximations

Working on a vertical plane (hard to translate from vertical chalkboard to horizontal desk)

Use sign language

Keep Steps Simple

Preteaching—provide vocabulary or study sheets with answers.

Focus on the process

Review (or teach) adaptation

"Chunk" Learning

Break learning into pieces

Cut back on paperwork

K-6 Strategies

ACTIVE LEARNING, cont.

Preteach/reteach

Simple sentences—check for meaning

Task analysis on all skills

Teach to learning level

Organizational direction given in small increments

Smaller lesson segments

Provide Opportunities For Decision Making and Problem Solving

Teach a skill

"Negotiations Table" for problem-solving among the students—they go there first to resolve conflicts.

Allow students to help each other

Prepare students for community involvement

Functional applications of concepts (ex: instead of worksheet on fractions, measure and cook); life skills focus—day-to-day survival and independent functioning.

Set up success (small increments)

Structured choices

Teach basic social skills

Special job for the child each day

Model and Demonstrate Behaviors

Use peer tutors to model behavior

Help with class activities

Provide immediate feedback on responses

Role playing—skits for different social/behavioral situations (name calling, teasing).

Snapshots of child doing what is requested

Use "buddy system" for social interaction

Use mentors for more quality instruction

K-6 Strategies

ACTIVE LEARNING, cont.

Use peer helpers

Demonstrate directions given to student

Social modeling

Teach relaxation skills

If team teaching, one takes the lead (main giver of the information) and the other teacher models student's behavior and asks questions students might ask.

Provide Structure

Provide individual work folders or "stations" that could be used as an alternative to the traditional lesson.

Provide for change within the structure

Give additional time to complete assignments

Learning buddy—volunteer, aide

"On your mark!"—signal for being in place, on time. Teacher gives signal to get start instead of language.

Reinforce success approximations

Place a timer on the desk. Ask, "How long can you stay at your desk?"

Increased time=rewards

Paint a "yellow brick road" on the blacktop. Children can take walks or laps around the road.

Resource rooms are open before school and during recess to help children who have problems with "free time" away from the classroom

K-6 Strategies

ROUTINE

Daily Schedule

"Wrap up" and preset each day

Assignment sheets

Eat lunch with teachers

Have students select their own personal goals for the day (affective or academic). At the end of the day they rate themselves (4-1) as to how they achieved their goal.

Morning folders with the schedule for the day

Begin/end routine with cues

Clock faces for lunch time/recess time

Folders—checklist for finished work

Post calendar/schedule of daily events

Calendar—one-week pocket and have clues to that day's special needs, (i.e. music, library).

Calendar box (similar to daily schedule). The box is divided into as many sections as there are transitions. In each section there is an object, a visual clue (picture) and an auditory clue (a whistle for P.E., etc.) is given. As a subject is completed, the corresponding section is covered with a cloth or piece of cardboard or paper.

Calendar of each day—provides sequencing, predictability, can participate and feel successful

Prepare the students a couple of days in advance if you know you will be gone. Discuss what will happen, discuss reasons, etc.

Closure of days' activities—opening and closing rituals helpful, helpful to greet each child separately when they arrive and when they leave

Identify changes in the schedule in advance of actual occurrence

Discuss changes in the schedule early in the day

Allow enough time to regroup before first transition of the day.

Having specific activities (songs, chants, etc.) that signify opening or closing of a new subject.

Have a note on the door posting the schedule for the day

K-6 Strategies

ROUTINE, cont.

Notebook for each student with them filling it out. Include a cover letter with the schedule for each day

Talk through the schedule as you draw or put pictures on pocket chart—as activity is finished the special person takes down picture (change each day)

Visual aids with labels (schedule)

Visual clock—digital or timer with bell for group management

Calendar for week for planning

Use pocket-sized personal flip chart to order day, color-code morning and afternoon

Use Xeroxed list of daily activities for each day and let child cross off each activity as it is finished

Mini schedules at telephone, bathroom, sink, learning station, quiet zone, etc

Tongue depressors with each students name—the student moves name over if present for the day

Put the schedule for the day on Formica with magnetic backing and attach to the filing cabinet. Child removes the activity as it is completed.

"Push in" instead of "Pull out" programs

Consistent Schedule

Follow-up with teachers

Set up individual goals with students and monitor

"Same Time, Same Station, Next Week" elementary specialist meeting with students and bringing the class to a closure and communicating about next week.

Relaxing music at entry time

Review expectations frequently

Track assignments

Frequent home/school collaboration

Structure—same process, same routine same procedure—each time, each week with consistency. This process is part of organizational pattern.

An established routine—published with visual cues.

K-6 Strategies

ROUTINE, cont.

Consistent time scheduling

Information board: activities, clothing, responsibilities, posters for units or activities

Keep schedule consistent—routine, lunch count, announcements

Teach routines and reteach these routines—don't make assumptions that they know.

Use charts on desk for rewards and visual feedback

Consistency on the part of the teacher on routines, body language, etc.

Keep schedule the same or forewarn and provide with a buddy if the schedule changes

Plan for Change

Make special education more central—decrease distance they must travel

Substitute plans contain information about the students

Anticipate changes—make clear to the students what change will take place

Change of teacher/classroom—noted in daily schedule

Use manipulatives to show change/termination of activity. Use as a cue to move on.

Talk with teacher's aide/volunteer about expectations or outcomes of the coming activity (Pro-active)

Prepare students for changes in the schedule ahead of time

Prepare directions for different activities

Structured routines (prepare for changes in routines)

Organizational directions given in small increments

Preteach unusual circumstances (substitutes, fire drills, assemblies, interruptions)

K-6 Strategies

ROUTINE, cont.

Build in Transitions

Minimize transitions

Music at transition time

Signals—(ex: music=ten minutes to wrap up)

Clocks on desks

Environmental cues (bells, dimming lights, teacher standing in front of class, hand signals)

Give enough time for transition

Minimize transitions

Transition—Pre-correction for next activity

Transition time—forewarning of when to stop, advising what comes next, think time for getting ready to change activities

Use timer—use irregular or regular intervals of time

When several groups (grades) go to separate area for instruction, read to students as others come in

Build in a cueing system in and out of the classroom setting (could be music, words, pictures, etc.)

Tape a set clock face on the desk so the child knows when it is time to move. Cue with an activity in the classroom (i.e. buddy reading) or by bells (i.e. after recess)

Use a timer for changing activities or limiting length of work period

Build in closure time—Get ready, count down—5 minutes, 4 minutes, etc.

Have the activity ready for the next instructional period

Use 4 steps—Forewarn, anticipate, state, act

Use a short musical theme for all of your transitions. Use the same theme over and over, so kids get to know it and can anticipate just by where the music is how much more time they have.

Make sure there is closure to every lesson (ex: please turn over your paper)

K-6 Strategies

ROUTINE, cont.

Use Visual, Auditory, and Sensory Cues

Establish non-verbal cues

Establish a pre-arranged signal with the student to know when they are upset

Signals plus words rather than just words for directions, (i.e., songs, sign language, lights)

Management Techniques—Use a cue (ex: clap from teacher; visual from classmates)

"Echo" system—(ex: Call out a cue, on command students echo cue, wait for Johnny to echo if he/she does not catch on).

Use signs and labels to demonstrate clean up procedures

Hand out tokens when doing the appropriate behavior

Post cue cards on desk

Provide visual cues

Visual aid or landmark for lining up

Visual cues for activities and learning centers (book covers hung at front of room to tell what is next)

Use music/chimes/song to cue interactions with pictures of where you are and where you are going

Middle School Strategies

Middle School Strategies

ROOM ENVIRONMENT

Quiet Zones

- Provide beanbag chairs and pillows
- Give students a space where they can "ground" themselves
- Portable study carrels
- Teepee with pillows
- Have a time-out space inside and outside
- When students reach frustration level, have them do breathing exercises.

Classroom Seating

- Assigned seating towards front
- Carpeting, non-pedestal desks, flat desktops
- Students on bus the longest sit next to the windows
- Name tags on floor, chairs
- Desks placed consistently with space for "safe zone"
- Provide both desks and tables in each classroom
- Seat rowdy students next to the teacher
- Use bean bag chairs, rugs, floor, etc.
- Use tables and chairs rather than rigid desks
- Each student has their own personal space, can do anything within the square without making noise
- Seat students so that they are not distracting to others

Limit Distractions

- Ask students what environment they'd work best in:
 - groups vs. individual
 - lights on vs. lights off
 - radio on vs. radio off
- Do not change bulletin boards often
- Cut down on classroom interruptions
- Encourage headsets for students who work well with them

Middle School Strategies

ROOM ENVIRONMENT, cont.

Minimize external stimuli in classroom and outside

Put curtains on windows or use Levalor blinds to reduce stimuli

Reduce interruptions from external sources:

(call slips first 15 or last 15 minutes of period, attendance picked up outside the classroom)

Utilize window shades to minimize external distractions (i.e., weather, lawn mowing)

Head sets for one ear—student could carry on conversations with others.

Radios with ear phones to help focus on their work and not other students

Organized Materials

Use age-appropriate/developmentally appropriate materials

Organize materials around themes

Materials are located in a consistent location and labeled

Keep materials in good condition

Increase storage areas in classroom

Everything labeled—words and pictures

Use themes that interest the students

Have two or more of one thing

Use safety limits set at beginning of year—continually review limits

Clear Rules for Classroom and Learning Centers

Buddy system—with a peer for support

Students help establish classroom rules—post in the classroom

Consistent and clearly identified rules

State classroom rules in the positive

Post rules in the classroom—review frequently and enforce consistently

Provide options for students

Clear and consistent guidelines for behavior and dress

Let parents know what the limits are

Middle School Strategies

ACTIVE LEARNING

Use Multiple Modalities, Multi-Sensory, Manipulatives

Auditory taping of lectures

Auditory tutors

Provide computers in classroom

Put digital clocks in classrooms

Use interest centers or stations to provide opportunities for cooperative learning

Use taped books

"Level" activities according to developmental stage

Use art to express feelings

Use concrete materials to teach math

Allow students to use a calculator for math

Provide plenty of kinesthetic, hands-on, multi-modality activities

Math—flash cards

Modifications of curriculum (highlighting texts, tape recording texts, bracketed outlining)

More computer activities

More concrete materials

More cooperative learning/collaboration

More labs

Music, dance movements, different dances for different feelings (very soft, rock, flute)

Offer auditory, visual, and sensory activities

Provide more visual cues

Recognize various learning styles (visual, auditory, kinesthetic)

Role playing (feelings, situations, historical events)

Take abstract learning and make it concrete (calculators, stop watch, pattern blocks, geo boards, fraction pieces)

Use themes to integrate activities

Middle School Strategies

ACTIVE LEARNING, cont.

Use a variety of evaluation techniques

Use art to explain a process

Use concrete tasks—not just talking

Use Gardner's Seven Intelligences (linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, intrapersonal, interpersonal)

Use music as a medium of instruction

Keep Steps Simple

Break assignments down into small, simple steps

Sequential teaching

Task analysis

Provide Opportunities For Decision Making and Problem Solving

Teach social skills

Classroom set of books & supplies to address forgetting, disorganization, etc.

Allow removal from activities which are difficult. Let student reach a decision regarding behavior problems.

Chance for meaningful service (opportunity to help)

Give students additional time or modify workload

Start a Problem Solving Center

Self-monitoring—student has file card and he/she monitors when he/she isn't paying attention.

Provide study skills classes

Use need for peer support to teach other skills and to provide linkage

Model and Demonstrate Behaviors

Consider a buddy system with appropriately selected peers

At risk classes to teach specific skills (i.e. Project Excellence, Success class)

Educate students about personal boundaries

Provide plenty of opportunities to practice behaviors

Middle School Strategies

ACTIVE LEARNING, cont.

Mentoring program—regular contact with students, regularly scheduled time to meet with students.

Study buddies/peer tutors

Teach social skills—anger management

Provide opportunities to apply skills, role playing and games to teach transfer to other situations.

Teach survival skills—(ex: mowing lawn—used a chalk mark to help student follow)

Provide Structure

Advanced organizers

More field trips—heavily supervised; provide other students as buddies, role models

Structure vs. control—need routine

Limit the number of different instructors involved with the student

Middle School Strategies

ROUTINE

Daily Schedule

100-minute sections (2 periods)
Academics in a.m./Electives in p.m.
Assignments may require peer monitoring of daily calendar
Block schedule
Check in daily
Check-in board
Daily assignment sheet
Group classes near each other
Modify schedule for the student
Notebook/assignment sheet/post-it's to help the student organize their day
Color code subjects for organization
Post daily schedule with routine reviews
Preview class period/week
Schedules—short time frame with picture, self monitoring by charting start with one or two students
Small group (20) advisory period for first 20 minutes of day
Supervised first period—peer tutoring—mentoring
Verbal check-in's
Verbal contracts for short period of time
Daily progress reports
Notebook checks
Be consistent—follow routines—use task analysis
Be flexible in assigning schedules (i.e., 2 P.E. classes)
Extend timelines for homework and modify curriculum
Homeroom—stability, area of accountability, supportive teachers
Teach students how to keep a daily schedule. Use simple and clear reminders.
Need time to connect—not changing classes every 40 minutes.
Place a used baseball card holder in their notebook to hold schedules

Middle School Strategies

ROUTINE, cont.

Prepare students for different classroom expectations by putting icons on the first page of the notebook for that class (i.e. picture of pencil—to remember to bring pencil).

Consistent Schedule

Consistency of how a class starts

Students keep same seat on bus

Teacher has one consistent time to meet with students in advisory role—self-esteem, decision making (teams) 2-3 times/week

P.E.P. (Personal Education Plan)

Student has daily plan

Check in & out every day

Sets up goals together with a teacher

Consistent check in every day

Positives are given to student

Have **immediate consequences**

Regular (monthly) monitoring form

Plan for Change

Asking questions—so student can be reminded of appropriate behavior (before recess, before class change)

Explain changes in advance

Identify partner to walk to/eat lunch with

Practice drills

Pre-correct

Use "buddy" system or natural helper program to assist in transition

Faculty staffing regarding special needs in times of alarms, fire drills

Peer/buddy system for lunch, between classes

Take records and anecdotal notes from previous teacher to help smooth transition.

Middle School Strategies

ROUTINE, cont.

Build in Transitions

- Change transition times, move less often or send early
- Close drapes
- Delayed passage—make this a positive time (special jobs for the teacher, one-on-one time, etc.)
- Use music to transition
- Have relaxing music playing when students enter the room
- Tell what's going to happen next, give time restraints
- Use 4 steps for transitions—forewarn, anticipate, state, act
- Warning signals for transition times
- Give students opportunity to move productively at regular intervals
- Use of timer—to get prepared, to be on task, to silent reading, then to projects/lessons. Free time in between if transition is OK.
- Use music as a cue. Build transitions into routine.

Use Visual, Auditory, and Sensory Cues

- Pictures of day—schedule with arrows/clock with arrows, sequence
- Tell them it will be 5 minutes until class ends
- Use timer to check in with aide in same activity
- Visual, verbal, hands-on cues
- Have students assist in developing cues

High School Strategies

High School Strategies

ROOM ENVIRONMENT

Quiet Zones

Provide a time out opportunity for students to be able to re-group or collect themselves—set this up with a ticket the students can use to access the area

Provide study carrels if beneficial

Time out or safe area to "get in check"

Classroom Seating

Assigned seating towards front

Observe how students interact with each other—change seating if necessary

Provide both desks and tables in each classroom

Use interest centers or stations to provide cooperative learning opportunities

Limit Distractions

Limit the number of distractions in the room

Room should be pleasing to the eye

Ask students what environment they work best in:

groups vs. individual

lights on vs. lights off

radio on vs. radio off

Encourage headsets for kids who work well with them

Observe patterns of behavior: Does the student attend better with auditory stimulation, does the student need to be physically active, does visual stimulation distract the student, etc.?

Put curtains on windows or use Levalor blinds to reduce stimuli

Reduce interruptions from external sources:

(call slips first 15 or last 15 minutes of period, attendance picked up outside the classroom)

Clear Rules for Classroom and Learning Centers

Use clear and consistent classroom rules

Consistently enforce classroom rules

Post the rules in the classroom—review the rules frequently

Establish clearly defined boundaries and limits. Include the student in making the decisions regarding these limits.

High School Strategies

ACTIVE LEARNING

Use Multiple Modalities, Multi-Sensory, Manipulatives

- Hands-on learning in classrooms
- Living skills classes
- Provide computers in the classroom
- Put digital clocks in classrooms
- Use taped books
- Hands on or experience oriented activities
- In classes that are not manipulative in nature, select teachers that use more tactile approaches to teaching academics
- Offer choices
- Provide a vocational component or non-academic assignment (office aide, etc.)
- Schedule classes that target strengths
- Individualize learning time (if successful or on task, time may be extended or cut back accordingly)
- Allow alternative assignments to express ideas and/or feelings
- Attention (verbal commands and cues)
- Monitored cooperative training (mock trials, mock weddings)
- Make use of tapes for auditory learners
- More computer activities
- More concrete materials
- More cooperative learning/collaboration
- More concrete examples, manipulatives
- More labs
- Multisensory teaching
- Provide a variety of methods to measure students' learning, such as oral tests, teacher directed tests, graded homework, alternative choices
- Provide more visual cues
- Role playing (feelings, situations, historical events)
- Take abstract learning and make it concrete (calculators, stop watch, pattern blocks, geo boards, fraction pieces)

High School Strategies

ACTIVE LEARNING, cont.

Use art to explain a process

Use pictures

Use a variety of activities and teaching styles

Visual aids

Use interest centers or stations to provide cooperative learning

More field trips—heavily supervised, provide other students as buddies, role models

Adapt the modality to the students' strengths. Allow them to produce in their strength modality.

Observe the student to see if they attend better with auditory stimulation, physical activity, etc.

Use mapping techniques to show structure rather than linear outlines (ex: Main idea—Subsequent ideas)

Allow parents to modify assignments if they see the need

Waive classes (if necessary) if expectations in the class are excessive

Keep Steps Simple

Teach small pieces of knowledge

Use mapping techniques to show structures rather than linear outlines, (ex: Main Idea-Subsequent ideas)

Break down the activities into clear, simple steps

Provide Opportunities For Decision Making and Problem Solving

Students give a signal when they feel comfortable in a situation and able to answer

Model and Demonstrate Behaviors

Role playing/modeling •

Study buddies/peer tutors

High School Strategies

ACTIVE LEARNING, cont.

Provide Structure

Advanced organizers

Ask each teacher to collect the students' work before they leave the room

Integrate subjects to help with transitions

Use routine and cueing

Limit the number of different instructors involved with the student

High School Strategies

ROUTINE, cont.

Daily Schedule

Active and hands-on experiences later in day

Assign a peer helper to track the student, especially during lunch times to determine if the student can make good decisions during free or unstructured times.

Daily period of routine

Hand schedule so that the student is in classes that allow the most freedom of movement.

Most academic subjects scheduled early in the day

Keep the daily schedule organized

Provide structure and continuity. Limit the number of different instructors involved with the student

Provide study time/structured lunch area

Structure all-day long

Supervised first period—peer tutoring—mentoring

Assignment book/sheet

Notebook checks

Group classes near each other

Get appointment book

Identify partner to walk with/eat lunch with

Schedules need to remain as consistent as possible—do not move to new teacher or new class at semester or quarter

Daily schedule should be the same each day—if there is a change the student should be prepared for the variation.

Assign a peer helper to track the student, especially during lunch time to determine if the student can make good decisions during free or unstructured time

Individually select teachers in order to get a "fit" between teacher and type of student

High School Strategies

ROUTINE, cont.

Consistent Schedule

Provide a checklist of supplies that need to be brought to class

Consistency of how a class starts

Daily schedule should be the same each day—if there is a change the students should be prepared for the variation. Teacher needs to take responsibility to guide the student through the new activity.

Get appointment book

Preview class period/week

Provide a method of monitoring progress (a grade check every two weeks)

Provide schedule of class expectations in advance

Provide consistent rules throughout day/classes

Schedules need to remain as consistent as possible—do not move to new teacher or new classes at semester or quarter time.

Provide study time/structured lunch area

Plan for Change

Change transition times, move less often or send early

Group classes near each other

Hall passes (for destination) timed and dated both ways

Identify partner to walk to/eat lunch with

Use "buddy" system or natural helper program to assist in transition

Peer/buddy system for lunch, between classes

Post goals, objectives, assignments (agendas)

Build in Transitions

Delayed passage—make this a positive time (special jobs for the teacher, one-on-one time, etc.)

Change transition times, move less often or send early

Use Visual, Auditory, and Sensory Cues

Cues—hard copy of overheads, fill in the blank information, outlines